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The purpose of this report is to present data concerning the educational and occupational aspirations and expectations of boys and girls who were juniors and seniors in a sample of 14 Washington high schools in the 1965-66 school year. During the winter and spring of 1966, juniors and seniors completed questionnaires as part of a study of educational and occupational aspirations. Nearly all students aspired and expected to graduate from high school and to get some kind of post-high school education. Over three-fourths (76.3 percent) of the respondents aspired to attend college or junior college at some time during their educational careers. Nearly as many (73.8 percent) expected to do so. Not all of those who attend college will receive a degree; however, 49.7 percent of the respondents indicated that they wanted to graduate from college and 39.4 percent expected to do so. These data were selected primarily for the information of the high school principals, teachers, counselors, and others who helped make the study. (CH)

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Report # 14

EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS
OF HIGH SCHOOL JUNIORS AND SENIORS
IN THE STATE OF WASHINGTON

November, 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Educational and Occupational Aspirations and Expectations
of High School Juniors and Seniors
in the State of Washington. *See also Report No. 14*

Roy T. Bowles
Walter L. Slocum

Washington State University

Pullman, Washington

November, 1967

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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INTRODUCTION*

This report presents selected data concerning the educational and occupational aspirations and expectations of boys and girls who were juniors and seniors in a sample of fourteen Washington high schools in the 1965-66 school year.

During the winter and spring of 1966 juniors and seniors in twenty-six high schools completed questionnaires as a part of a study of educational and occupational aspirations. Two forms of the questionnaire, A and B, were used. This report is based on Form B of the questionnaire.**The data in it were selected primarily for the information of the high school principals, teachers, counselors, and others who helped make the study. Accordingly, we have selected those questions which we thought would be of interest to local school personnel. A similar report, based on Form A of the questionnaire has also been prepared. Subsequent reports will present information concerning the characteristics, values and attitudes, and occupational aspirations of students who do not expect to obtain a college degree.

The following discussion is organized under three major headings: Educational Aspirations and Expectations, School Experiences and Attitudes, and Occupational Aspirations and Expectations.

Appendix A presents details concerning sample design, relationships with school authorities, and procedures followed in administering questionnaires.

Appendix B includes a sample copy of the classroom questionnaire.

Appendix C contains detailed tables presenting the responses of students to the questions included.

The principal in each participating school will be provided with two copies of a computer print-out showing how the students in his school responded to the questions discussed in this report.

*This research was conducted as a part of the Washington State University Vocational-Technical Education Research and Development Project which is supported by the Bureau of Research, Office of Education, United States Department of Health, Education, and Welfare.

**The report based on Form A of the student questionnaire was issued in January 1967.

RESULTS

EDUCATIONAL ASPIRATIONS AND EXPECTATIONS

Students were asked to indicate their educational aspirations and their educational expectations. Tables C-1, C-2, C-4, and C-5 in Appendix C present detailed tabulations of the responses to these questions. Table 1 shows the highest level of aspirations and expectations. In Table 2, figures have been combined to show proportion of students who aim for or expect to acquire various types of education.

Nearly all students aspired and expected to graduate from high school and to get some kind of post-high school education. Only 0.2 percent of the respondents desired to leave high school before graduation. Only 0.2 percent expected to do so. Less than seven percent desired to terminate their education with high school graduation; 10.1 percent expected graduation from high school to be their highest educational attainment. Data presented in Appendix C show that boys and girls and juniors and seniors are very much alike in their desire to continue their education after high school.

Over three-fourths (76.3 percent) of the respondents aspired to attend college (including junior college) at some time during their educational careers. Nearly as many (73.8 percent) expected to do so. Not all of those who attend college will receive a degree. However, 49.7 percent of the respondents indicated that they wanted to graduate from college and 39.4 percent expected to do so.

TABLE 1 - HIGHEST LEVEL OF EDUCATIONAL ASPIRATIONS AND EXPECTATIONS
OF HIGH SCHOOL JUNIORS AND SENIORS IN WASHINGTON STATE, 1965-66 ^a

Educational Level	Aspirations Percent	Expectations Percent
Quit High School	0.2	0.2
Graduate from High School	6.8	10.1
Attend Business-Commercial School	6.3	6.3
Attend Technical-Vocational School	9.1	8.7
Attend Junior College Business Course	6.4	6.8
Attend Junior College Vocational or Technical Course	6.8	7.0
Attend Junior College Academic Course	5.3	8.2
Attend College or University	8.1	12.4
Graduate College or University	28.4	26.3
Graduate or Professional School	21.3	13.1
Nursing School	0.7	0.5
Other	0.6	0.5
Number of Respondents	3,656	3,609
Number of Nonrespondents	17	64

^aBased on responses to questions 22 and 24 in Form B of the student questionnaire.

TABLE 2 - HIGHEST LEVEL OF EDUCATIONAL ASPIRATIONS AND EXPECTATIONS
OF HIGH SCHOOL JUNIORS AND SENIORS IN WASHINGTON STATE, 1965-66*

Educational Level	Aspirations Percent	Expectations Percent
Attend College **	76.3	73.8
Attend Junior College	18.5	22.0
Graduate from College - or More	49.7	39.4
Attend Business or Vocational School	15.4	15.0
Take Vocational Training	15.9	15.7
Take Business Training	12.7	13.1

*Data adapted from Table 1. **Includes those who marked attend junior college, attend college or university, graduate from college, attend graduate school.

The relatively high proportions who said that they wished or expected to attend a junior college show that the community college system is very important in Washington. Nearly one-fifth of the students (18.5 percent) expressed a desire to terminate their education with some junior college experience and slightly more than one-fifth (22.0 percent) expected to do so. The figures in Tables C-1 and C-4 indicate that many other respondents also desired and expected to spend some part of their educational careers in junior colleges. Since students were permitted to check as many categories as they desired, the figures in Tables C-1 and C-4 cannot be combined. A special tabulation of the responses of a subsample of 666 students who completed the form A Questionnaire showed, however, that 40.2 percent of the students desired and 40.5 percent of the students expected to attend a junior college at some time during their educational careers.

Emphasis on the findings that a large proportion of students are oriented toward college attendance should not be allowed to obscure the fact that the responses indicate that there are many students who want and expect to get vocational training (in both the technical and the business fields) after leaving high school. Business or vocational school was the highest educational goal of 15.4 percent and the expectation of 15.0 percent of the sample. When technical and business training in the junior colleges is combined with that in non-college institutions, it appears that over one-fourth of the sample chose post-high school vocational education as their highest goal and about the same proportion expected this type of education to be their ultimate educational achievement. That is, 15.9 percent of the students aspired to take vocational or technical training and 12.7 percent aspired to business or commercial training. When expectations are considered, 15.7 percent marked vocational or technical training and 13.1 percent marked business training. When the information in Tables C-1 and C-4 is compared with that in Tables C-2 and C-5, it can be seen that many students desire and expect to acquire business or technical education without terminating their education at this stage.

While the aspirations and expectations reported by the students in this study may seem high, they are comparable with results of other studies. Slocum and Garrett found in a study of students enrolled in thirty rural high schools in Washington in 1964 that 75.1 percent of the boys and 65.2 percent of the girls expect to attend college (3). Data collected by the United States Census in October of 1965 indicate that in the West, 72 percent of the students between the ages of 14 and 19 who were enrolled in public schools below the college level expected to attend college (1).

Data indicate that levels of educational expectations are higher now than they were a decade ago. In a study of rural and urban students in the State of Washington conducted in 1954-55, it was discovered that only 37.6 percent of high school seniors planned to attend a college or university the following fall (4).

While educational aspirations and expectations are high for the total sample used in the study, it would be erroneous to conclude that they are homogeneously high for all segments of the population. Table 3 shows the variations in levels of aspirations and by schools. (Schools are not identified by name, because school officials were promised that no information concerning individual schools would be released without the express written permission of superintendents.)

Aspirations to graduate from college or to get more education varied from 32.1 percent in one school to 57.8 percent in another. The pattern of expectations is generally comparable to that of aspirations although the gap between aspirations and expectations is larger in some schools than it is in others. The proportion of students expecting at least to graduate from college varies from a low of 23.1 percent to a high of 47.2 percent.

The popularity of vocational or technical education also varied greatly from one community to another. Aspirations for this type of training ranged from 11.5 percent to 23.7 percent. Expectations ranged from 11.5 percent to 21.5 percent. The desire to receive a business or commercial education ranged from 7.5 percent to 26.9 percent. The expectation to do so varied from 7.7 percent to 23.5 percent.

Only 1.6 percent of the students in one school desired to terminate their education with high school. In another school 14.4 percent desired to do so. Expectations for terminating education with high school ranged from 5.9 percent to 21.6 percent.

These differences between schools suggest that educational orientations of students and their families may vary greatly from one community to another. This variation is not a simple product of school size. This information is, of course, not new but it should remind the person who contemplates the introduction of a new program into a school that he will need specific information about the aspirations and expectations of students in that school.

Choosing an educational goal is a complex process involving doubt and constant reexamination for many students. Table C-3 reports answers to the question, "How certain are you that this is what you want to do about your future education?" Only 6.0 percent of the students said that they were not at all sure. Therefore, uncertainty does not seem to be rampant. Fifty-five percent of the students reported that they were very sure. As would be expected, seniors were more likely than juniors to feel that they were certain of their educational choice.

Students were asked how certain they were that they would actually get the highest level of education they expected to get. Answers are reported in Table C-6. One third of the respondents were "practically certain" and another 40.0 percent said they "probably will." While only 5.3 percent said that they were "not very certain," another 20.5 percent felt that chances were no better than fifty-fifty.

TABLE 3 - HIGHEST LEVEL OF EDUCATIONAL ASPIRATIONS AND EXPECTATIONS
OF HIGH SCHOOL JUNIORS AND SENIORS IN WASHINGTON, BY SCHOOL^a

Schools	Levels of Education														Total Non- Respondents Asp. Exp.	Total Completing Quest.
	Grad. College or more		Attend College		Vocational Education		Business Education		High School Only		Total Respondents					
	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.				
	Pct	Pct	Pct	Pct	Pct	Pct	Pct	Pct	Pct	Pct	No.	No.				
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.				
A	56.5	43.9	13.8	22.1	14.2	15.0	9.8	10.9	4.9	7.6	397	881	4	20	901	
B	57.8	47.2	15.1	22.6	12.1	11.6	9.8	11.1	4.9	7.4	327	819	3	11	830	
C	46.5	32.6	13.0	24.4	22.7	21.5	7.5	9.7	8.3	10.5	492	484	2	10	494	
D	47.6	41.7	13.2	15.1	12.1	13.2	19.0	19.8	7.6	9.7	463	463	2	2	465	
E	39.0	26.9	9.9	19.2	17.4	16.8	21.1	15.8	10.3	18.2	213	208	0	5	213	
F	32.1	23.1	10.5	18.3	23.7	19.9	17.4	16.1	11.6	19.9	190	186	1	5	191	
G	52.3	40.3	9.8	16.9	18.3	20.8	11.1	9.1	5.9	11.0	153	154	3	2	156	
H	35.6	25.9	15.3	19.0	17.8	15.5	16.1	17.2	14.4	21.6	113	116	0	2	118	
I	41.5	42.9	10.6	11.0	20.2	18.7	15.9	14.3	11.7	12.1	94	91	0	3	94	
J	36.7	26.9	14.0	19.2	19.0	17.9	16.5	16.7	8.9	14.1	79	78	0	1	79	
K	42.6	33.3	13.1	18.4	19.7	18.3	22.9	21.7	1.6	6.7	61	60	0	1	61	
L	35.3	41.2	11.8	11.8	11.8	11.8	23.5	23.5	11.8	5.9	17	17	1	1	18	
M	38.4	23.1	11.5	26.9	15.3	15.4	26.9	11.5	7.7	19.2	26	26	0	0	26	
N	38.4	46.2	11.8	23.0	11.5	11.5	7.7	7.7	7.7	7.7	26	26	1	1	27	

^aBased on responses to questions 22 and 24 in Form B of the student questionnaire. Percentages may not total 100 because categories "Nursing School" and "Other" are not included.

Financial Resources and Educational Plans

Data indicate that financial considerations affect the educational plans of many students. Students who were not planning to attend college were asked: "Would you go to college if your parents could afford to send you?" (Table C-7). Over twenty-seven percent of the students answering this question said yes. Students who wanted to take vocational training but did not plan to were asked: "Would you take vocational, technical, or business training if your parents could afford to pay for it?" (Table C-8). Of the 398 students answering this question, 73.4 percent said yes. Students were also asked if they thought that they would be unable to achieve their educational goals because of the insufficient income of their parents. (Table C-12). Most (82.0 percent) did not feel that they would. Only 5.4 percent gave an unqualified yes answer, but another 12.6 percent were uncertain. These data clearly suggest that some students are limiting their educational horizons because they feel that the financial resources of their families are not adequate to pay for the education they desire. Although these students make up only a small proportion of the sample, the number of such students in the state is large enough to create serious concern. Special efforts should be made to inform these students of financial aid available to them and to find additional sources of aid.

SCHOOL EXPERIENCES AND ATTITUDES

Students were asked several questions concerning their experiences in school and their attitudes toward school. Selected information drawn from their responses to these questions will be presented below.

School Grades

On the basis of self-reported grades, it appears that the great bulk of the students were doing satisfactory work. (Table C-9). Only 3.1 percent reported receiving mostly D's or mostly D's and F's on their last report cards. High grades (defined as mostly A's or mostly A's and B's) were reported by a fourth of the students. More of the girls than of the boys reported high grades; this finding is consistent with previous studies conducted in the State of Washington by the Department of Rural Sociology at Washington State University.

Participation in School Activities

Students were asked how many school activities or organizations they participated in. (Table C-10). Only 16.7 percent of the sample indicated no participation. Rate of participation varies with sex and grade: Only 8.2 percent of the senior girls indicated no activity but one-fourth of the junior boys indicated no activity. Nearly one-fourth of the sample said that they participated in four or more activities. Junior boys were least likely to be active, followed by senior boys, junior girls and senior girls.

Relationship to the Opposite Sex

Table C-11 shows the responses of students to a question concerning their relationship with the opposite sex. Girls were more likely than boys and seniors were more likely than juniors to mark a response indicating concrete marriage plans. A total of 9.2 percent of the sample said that they were formally engaged or had a definite understanding to be married soon. Among senior girls, 17.7 percent gave one of these answers. Twenty percent of the sample reported that they were going steady. About one-fourth of the sample indicated that they had no dates or only a few dates. Junior boys were most likely and senior girls least likely to say that they did not date.

Teaching of Occupational Skills in High Schools

Students were asked to express the extent of their agreement or disagreement with six statements concerning the teaching of occupational skills in the high schools.* These statements, together with the percent who said they agreed or strongly agreed, appear below. A more detailed tabulation of responses appears in Tables C-14 through C-19.

*Based on question 109 in Form B of the student questionnaire.

STATEMENT	Agreed or Strongly Agreed
In high school there should be more courses to prepare students for jobs in the outside world and fewer purely "academic" courses such as literature and history.	45.7 %
There is too much emphasis on extra-curricular activities in high school, and not enough emphasis on developing job-related abilities.	31.7 %
The primary function of a high school education should be to teach occupational skills.	26.7 %
High school should be more concerned with developing social and personal skills; less concerned with developing vocational skills.	16.0 %
High schools should be concerned more with occupational training than with preparation for college.	13.4 %
High schools should be more concerned with sponsoring activities that allow students to make friends with other students than with teaching vocational skills.	11.0 %

Many students apparently feel that high school should be more job oriented. Forty-five percent indicated that there should be more courses to prepare students for jobs. Nearly one-third said that there was not enough emphasis on developing job related abilities. Over one-fourth felt that the primary function of high school should be the teaching of occupational skills. Fewer students agreed with statements recommending less emphasis on occupational training. The questions were not worded in such a way that the nature of the vocational training desired by students can be indentified, but the responses do suggest that many students want their education to be meaningfully related to the world of work.

OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS

Students were asked several questions concerning their occupational desires and plans. Responses to these questions will now be discussed.

Occupational Aspirations and Expectations of Boys

Boys participating in the study were asked: "Most students have daydreams about what they would like to be and do when they are adults. What kind of occupation would you most like to have as your career, if you could do whatever you chose?" "Now, leaving your daydreams and wishes aside, what occupation do you really plan to have as your career?" In Table 4 the responses of students are compared to the actual occupational distributions of employed males in Washington and in the United States.

Nearly seven out of ten (68.5 percent) of the boys said that they would like to enter a professional or technical occupation. Almost as many (64.7 percent) planned to do so. The proportion of boys planning to enter professional or technical occupations is more than five times as large as the proportion of the male labor force of Washington who are in those categories and more than six times as large as the proportion of the United States male labor force in those categories. Very few boys either desired or expected to become laborers, operatives, clerical workers, sales workers or farmers. The proportion of the boys wishing or planning to become managers and officials, craftsmen, and service workers is less than the proportion which these categories make of the labor force in Washington or in the United States. (It should be noted that several students did not respond to the questions on occupational aspirations and expectations. The patterns might be quite different if those not answering could be placed in the categories they will eventually select.)

Certainty of Boy's Occupational Aspirations and Expectations

Responses to several questions provide information about the extent to which the boys who participated in the study were certain of their occupational aspirations. One-seventh (14.3 percent) of the boys did not respond to the question concerning occupational aspirations. While some boys may have failed to respond for other reasons, most of the non-respondents probably have not yet chosen an occupational goal.

TABLE 4 - OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL JUNIOR AND SENIOR BOYS COMPARED TO THE OCCUPATIONAL DISTRIBUTION OF WASHINGTON AND UNITED STATES MALES.

Occupational Categories	Aspirations Percent	Expectations Percent	Washington Percent	United States ^b Percent
Professional	68.5	64.7	12.3	10.3
Farm Owners and Managers	2.2	2.5	4.0	5.5
Managers, Officials and Proprietors	10.0	8.7	12.1	10.7
Clerical Workers	0.3	0.6	6.0	6.9
Sales Workers	1.0	1.2	7.1	6.9
Craftsmen	11.1	15.4	21.1	19.5
Operatives	1.8	1.7	16.9	19.9
Service Workers	4.0	3.5	5.5	6.1
Farm Laborers and Foremen	0.1	0.1	3.2	2.8
Laborers, except Farm and Mine	1.1	1.5	8.4	6.9
Occupation Not Reported			3.1	4.6
Respondents	1598	1200	683,274	21,172,301
Nonrespondents	266	664		

^aUnited States Census of Population, 1960, Washington, Detailed Characteristics, Table 120.

^bUnited States Census of Population, 1960, United States Summary, General Social and Economic Characteristics, Table 89.

Many boys who listed an occupational aspiration were not completely sure they knew what they really wanted as an occupational career. (Table C-23.) Only 13.4 percent said they were absolutely certain of their choice. One-third said they were quite certain. One-third responded somewhat certain. And nearly one-fifth were very uncertain.

It is clear that most of the participating boys felt that occupational goals are not always attainable. (Table C-22.) Only 16.9 percent said they were very sure that they would actually have the occupation they would most like to have. Fairly sure was the response of 38.8 percent of the students. Almost half of the students were "not at all sure" that they would actually have the occupation they most wanted.

Boys were even more uncertain about their occupational expectations than they were about their occupational aspirations. Thirty-five percent did not answer the question concerning occupational plans and 31.3 percent (Table C-24) said that they had no definite occupational plans.

There is almost no difference between the proportion of junior boys and the proportion of senior boys who indicated uncertainty about their occupational aspirations and expectations. This would suggest that boys do not become more crystallized in their occupational plans as they near high school graduation. No doubt this is affected by the high proportion expecting to continue their formal education after graduation from high school since this postpones the date of entry into the labor force on a full time basis.

Occupational Aspirations and Expectations of Girls

Data gathered in this study indicate that Washington girls now nearing the age for marriage and/or entry into the labor force feel that work outside the home will play a major role in their lives.

Only 5.6 percent of the girls responding said that they did not expect to work after completing their education. (Table C-28.) Only 12.2 percent said that they would not want to work at all after marriage. (Table C-26.) By combining categories in Table C-26 we find that 42.0 percent of the girls said that they expected to work most of the time or that work would be their major interest. Another 45.9 percent said they expected to combine part time or occasional work with homemaking.

These figures should not be permitted to obscure the fact that marriage and family life are strong values for today's high school girls. Seventy-seven percent indicated that homemaking would be their major interest and only 4.8 percent said that they would not want to spend much effort in homemaking.

The occupations named by girls who plan to work are identified in Table 5. This table also compares student responses to the occupational distribution of employed females in the United States and in Washington. Over half of the girls who planned to work after marriage would like to enter professional or technical occupations. Slightly less than half (47.5 percent) of those expecting to work after completing their education expected to enter these occupations. These proportions are much higher than the proportion of working females in the United States and in Washington who are in these categories. The only other categories selected by a very large number of girls were clerical and service occupations.

Girls were not asked about the certainty of their aspirations and expectations.

Variations Among Schools in Occupational Aspirations and Expectations

It would be expected that the patterns of occupational aspirations and expectations would differ from school to school. Table C-36 shows the percent of boys in each school who indicated a desire to pursue a career in each category. Table C-37 shows the percent of boys from each school who plan to have a career in each of the occupational fields. The extent of variation in occupational aspirations and expectations between schools is shown in Table 6 where the ranges of the percent of students aspiring and expecting to enter each occupational category are presented.

The percent of boys desiring to enter the professions was twice as high in one school as it was in another. The percent expecting to do so was more than ten times as great in one school as it was in another. In all other occupational categories there was a variation between schools.

The proportion of boys who were uncertain of their occupational desires and plans also varied from school to school. The percent not answering the question of occupational desires ranged from zero to 18.9 percent. The percent not answering the question concerning occupational plans varied from 27.8 to 72.7 percent.

TABLE 5 - OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF GIRLS
PLANNING TO WORK COMPARED TO OCCUPATIONAL DISTRIBUTION OF FEMALES IN THE WASHINGTON AND UNITED STATES LABOR FORCE.

Occupational Categories	Aspirations ^a Percent	Expectations ^b Percent	Employed Females Washington ^c Percent	Employed Females United States ^d Percent
Professional	53.3	47.5	14.7	13.0
Farm Owners and Managers	0.2	0.1	0.7	0.6
Managers, Officials and Proprietors	0.9	0.8	4.6	3.7
Clerical Workers	26.4	29.5	33.0	29.7
Sales Workers	4.2	3.0	8.4	7.8
Craftsmen	0.2	0.6	1.1	1.2
Operatives	0.2	0.1	8.1	15.4
Service Workers: Including Pvt. Household	14.4	18.2	23.4	21.3
Farm Laborers and Foremen	0.0	0.0	1.4	1.1
Laborers, except Farm and Mine	0.0	0.1	0.5	0.5
Occupation Not Reported			4.1	5.7
Respondents	1404	1392	318,635	1,196,768
Nonrespondents	405	417		

a Based on responses of girls who said they wanted to work some after marriage.

b Based on responses of girls who said they expected to work after completing their education.

c United States Census of Population, 1960, Washington, Detailed Characteristics, Table 120.

d United States Census of Population, 1960, United States Summary, General Social and Economic Characteristics, Table 89.

TABLE 6 - RANGE IN PROPORTION OF BOYS DESIRING AND EXPECTING TO ENTER AN OCCUPATION IN EACH CATEGORY^a

Occupational Categories	Aspirations		Expectations	
	High	Low	High	Low
Professional Technical	81.8	44.4	73.1	16.7
Farm Owners and Managers	22.2	0.0	66.7	0.3
Managers, Officials and Proprietors	14.8	0.0	20.0	0.0
Clerical Workers	3.7	0.0	6.1	0.0
Sales Workers	4.1	0.0	5.8	0.0
Craftsmen	26.7	0.0	29.4	0.0
Operatives	6.2	0.0	5.9	0.0
Service Workers:	12.5	0.0	16.7	0.0
Farm Laborers and Foremen	2.4	0.0	1.4	0.0
Laborers, except Farm and Mine	2.5	0.0	10.0	0.0

^aBased on responses to questions 40 and 43 in Form B of the Student Questionnaire.

The occupational aspirations and expectations of girls who anticipate working outside the home also differ from school to school. These differences can be seen in Table C-38 and Table C-39. They are summarized in Table 7 which shows the range in the proportion of girls desiring or expecting to enter professional, clerical or sales occupations. (Only schools in which more than ten girls answered the questions were considered in making Table 7.)

TABLE 7 - RANGE IN PROPORTION OF GIRLS DESIRING AND EXPECTING TO PURSUE AN OCCUPATION IN EACH CATEGORY. (BASED ON SCHOOLS HAVING MORE THAN TEN RESPONDENTS TO QUESTION.)^a

Occupational Categories	Desires		Expectations	
	High	Low	High	Low
Professional	67.9	36.4	62.1	26.9
Clerical Workers	38.1	20.0	54.5	20.7
Sales Workers	14.3	0.0	6.5	0.0
Service Workers	27.3	7.1	30.8	9.5

^aBased on responses to questions 46 and 48 in Form B of the

These differences between schools in occupational aspirations and expectations probably reflect the occupational structures of the communities where these schools are located. It is possible, however, that other factors, including the presence of various programs in the schools and the attitudes of teachers toward different occupations, may also have an effect.

These differences suggest that the nature of problems related to motivating students to prepare for occupational futures may vary from community to community, and hence that an action program needs to be based on intimate knowledge of local conditions and of the aspirations and expectations of local students.

CONCLUSIONS AND IMPLICATIONS

CONCLUSIONS

The results described above indicate that most high school junior and seniors in the State of Washington desire and expect to continue their education after graduation. The majority indicated a preference for academic studies in college, but more than one-fourth of the sample desired and expected to take vocational or business training.

Occupational aspirations and expectations are also high. More than 60 percent of the boys who answered the questions desired and expected to enter professional or technical occupations. Many boys are uncertain of their occupational plans. About half of the girls who expect to work choose professional and technical occupations. The proportion of students desiring or expecting to enter professional or technical occupations is much higher than the proportion of employed persons in Washington or in the United States who are in these categories.

IMPLICATIONS

The high levels of aspirations suggest many important questions for public officials and school personnel. Are existing educational facilities adequate and are they expanding rapidly enough to accommodate all students who wish to continue their education? Are the aspirations of students unrealistically high? If so, what innovations in counseling programs are necessary to help students realistically appraise their abilities and interests? What may the consequences be of filling many of the lower-paid and less prestigious occupations with people who aspire to higher levels of education?

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3. Slocum, Walter L.; and Garrett, Gerald R. Educational and Occupational Aspirations and Expectations of Rural Youth. Unpublished report, Department of Rural Sociology, Washington State University, Pullman, Washington. December 1965.
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APPENDIX A:
METHODOLOGICAL DETAILS

SAMPLE DESIGN

The population for this study consists of all juniors and seniors enrolled in public high schools in the State of Washington during the 1965-66 school year, except those enrolled in the 30 rural high schools which participated in the 1964-65 study of farm youth conducted by the Department of Rural Sociology at Washington State University (2). Schools were divided into strata according to size of combined junior and senior classes as follows:

750 and above
500 to 749
250 to 499
100 to 249
50 to 99
0 to 49

Each of the four strata having less than 500 students was divided into two equal strata, according to the proportion of students enrolled in vocational courses.

The schools within each stratum were assigned numbers. Using a table of random numbers, schools were drawn from each stratum until the proportion of students drawn from that stratum equalled the proportion which that stratum was of the total population of juniors and seniors in the state.

The sample schools in each stratum were divided into two groups (A and B). This was accomplished by randomly assigning the first school to either A or B and then alternately assigning the remainder of the schools.

Two alternate schools were drawn from each stratum. If a sample school refused to participate, it was replaced by one of the alternates.

Questionnaires were administered to all of the juniors and seniors in each school who were willing to participate.

Only data obtained from the B sample are presented in this report.

ADMINISTRATION OF THE CLASSROOM QUESTIONNAIRE

Questionnaires were administered in the schools by classroom teachers.

The principal in each participating high school was asked to assume responsibility, or to designate some other person to do so, for receiving the questionnaires, arranging with teachers for their administration, collecting completed questionnaires, and returning them to Washington State University. The person who performed these tasks was paid a token honorarium of \$20 (more in some of the larger schools) for his services.

Questionnaires to be used in a school were sent to the person in that school who had assumed responsibility for making local arrangements. He was asked to distribute the appropriate number of questionnaires to each teacher. He was also asked to explain the study to the teachers and to give them a set of written instructions prepared by the researchers.

Instructions emphasized that participation was voluntary and that the information provided by students would be given strict confidential treatment.

In an attempt to minimize the possible effect of intervention by teachers, teachers were asked to refrain from interpreting any question for the students and each questionnaire was accompanied by a letter explaining the study to the student.

OBTAINING THE COOPERATION OF THE SAMPLE SCHOOLS

An individually typed form letter was sent to the superintendent of each of the sample schools requesting cooperation. The letter explained the objectives of the study and the procedures to be followed in the administration of the questionnaire, including precautions to be taken to insure confidentiality of information. The letter suggested that it might be desirable to contact the board of directors of the school. Copies of the project outline and copies of a near final version of the questionnaire were enclosed.

If no response was received from the superintendent within two weeks, the staff director either wrote to him again or called him on the telephone. In some cases, the staff director visited the schools and explained the study in more detail to school personnel.

Form B questionnaires were administered in fourteen schools.

APPENDIX B:
FORM B STUDENTS' QUESTIONNAIRE

WASHINGTON STATE UNIVERSITY
DEPARTMENT OF EDUCATION

Dear Student:

Washington State University is making a scientific study of the factors that influence the educational and occupational desires and plans of high school juniors and seniors in the State of Washington.

We are going to ask about 4,000 students in schools all over the state to fill out this questionnaire. The information you and other students provide will help teachers and school officials plan educational programs that meet the needs of students. This information will also provide answers to scientific questions.

Previous research has shown that students with similar scholastic ability may have very different educational plans. There may be several reasons for this. These include family background, the attitudes of friends, personal experiences in the classroom, other school related activities, and encouragement from teachers, counselors, or others. We hope to be able to determine the importance of each of these things on the basis of answers to the questions in this questionnaire.

Names and addresses are desired so that research workers can contact some students later to ask additional questions which have a bearing on educational and occupational plans. Special precautions have been set up to insure that your replies will be kept confidential and not revealed to anyone. After you write your name and address on the card which is attached to the front of the questionnaire, remove this card and send it to the front of the room. All name cards will be placed in an envelope which will be sealed immediately. It will not be opened until it is delivered to Washington State University.

WORK RAPIDLY. DO NOT MULL OVER ANY QUESTION. If you are not sure about the meaning of a question just answer it in keeping with your general impression of what the question means. If you are not sure what answer is best, give the one that is closest to your own feelings or opinion and move on. Your first impressions are generally the best. Do not change your answer unless you feel it is absolutely necessary. Work as rapidly as you can without feeling rushed.

You are not required to answer this questionnaire or any question in it if you do not wish to do so. Participation is entirely voluntary. However, we hope that you will decide to cooperate by answering the questions frankly and honestly.

Thank you very much.

DEPARTMENT OF EDUCATION
WASHINGTON STATE UNIVERSITY

Educational and Occupational Plans
of High School Students

CONFIDENTIAL

	01
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FIRST, WE WANT TO ASK SOME GENERAL QUESTIONS ABOUT YOU AND YOUR BACKGROUND.

1. Sex

- ☐ (1) Boy
☐ (2) Girl

2. What grade are you in?

- ☐ (1) 11th
☐ (2) 12th

3. Course of study:

- ☐ (1) General
☐ (2) Vocational
☐ (3) Academic (including college preparatory)
☐ (4) Commercial
☐ (5) Other (please specify _____)

4. How old are you at your nearest birthday?

- ☐ (1) 14 or younger
☐ (2) 15
☐ (3) 16
☐ (4) 17
☐ (5) 18
☐ (6) 19 or older

5. Are you:

- ☐ (1) The oldest child in your family
☐ (2) The youngest child
☐ (3) In between
☐ (4) The only child

6. How many living brothers and sisters do you have?

7. Where do you live?

- ☐ (1) City of 150,000 or larger
☐ (2) City of 100,000 to 150,000
☐ (3) City of 50,000 to 100,000
☐ (4) City of 10,000 to 50,000
☐ (5) City of 2,500 to 10,000
☐ (6) Town under 2,500
☐ (7) On a farm
☐ (8) Country but not farm

8. What is your race? (Optional.)

- ☐ (1) White
☐ (2) Negro
☐ (3) Oriental
☐ (4) American Indian
☐ (5) Other (what?) _____

9. What is the marital status of your mother and father?

- ☐ (1) Both alive, living together
☐ (2) Both alive, separated
☐ (3) Both alive, divorced
☐ (4) Father not living
☐ (5) Mother not living
☐ (6) Neither father nor mother living

Some of the questions that follow ask about your father and mother. If you live with your stepfather or stepmother, substitute "stepfather" for "father" or "stepmother" for "mother."

10. What kind of work does your father do ~~for~~ a living? What is his job called, what kind of business or industry does he work in, and what does he do? (For example: "Carpenter, works on a construction crew building new houses"; "Sales clerk, waits on customers in a department store"; "Owner and operator of a grocery store.")

11. With what kind of firm or outfit is your father associated in his work?

- ☐ (1) Own business
☐ (2) Own farm
☐ (3) Own professional office
☐ (4) Small private firm, organization, or factory (less than 50 employees)
☐ (5) Large private firm, organization, or factory (50 employees or more)
☐ (6) Educational institution
☐ (7) Social Agency
☐ (8) Other nonprofit organization (what?) _____
☐ (9) Government bureau or agency
☐ (10) Other (what?) _____

12. How much education did your parents get?

Father Mother

- | | | |
|--------------------------|--------------------------|--|
| ☐ | ☐ | (1) Eighth grade or less |
| ☐ | ☐ | (2) Some high school, but did not finish |
| ☐ | ☐ | (3) High school graduate |
| ☐ | ☐ | (4) Some college, but did not finish |
| ☐ | ☐ | (5) College graduate |
| ☐ | ☐ | (6) More than four years of college |
| ☐ | ☐ | (7) Don't know |

13. Did your father attend a vocational or technical school?

- ☐ (1) Yes
☐ (2) No
☐ (3) I don't know

14. What are the occupations of the fathers of your three closest friends?

- (1) _____
 (2) _____
 (3) _____

15. Approximately how many times did you change schools before you were 16 years of age (other than by graduation)?

- ☐ (1) Never
☐ (2) Once
☐ (3) Two to four times
☐ (4) Five to seven times
☐ (5) More than seven times

16. When you finish your education do you want to live in the community in which you are living now?

- ☐ (1) Yes
☐ (2) No
☐ (3) Not sure

17. Considering your future occupational plans, would you be able to do what you want to do in the community in which you are now living?

- ☐ (1) Yes
☐ (2) No
☐ (3) I don't know

18. If you were asked to use one of these names to describe your family's social group, which would you say your family belonged to?

- ☐ (1) Upper class
☐ (2) Upper-middle class
☐ (3) Middle class
☐ (4) Lower-middle class
☐ (5) Working class
☐ (6) Lower class

19. People in all communities make judgments and evaluations of each other regarding their respective rank in the community. Some people are considered low, others are placed more toward the middle, while others are judged to be toward the top. Place an X in the box to the right that best reflects what you think is your family's general standing in your community. ("1" represents very low standing and "10" represents very high standing.)

10		Above average
9		
8		
7		
6		Average
5		
4		
3		
2		Below average
1		

20. How confident are you that this is where other people in your community would rank your folks?

- ☐ (1) Very sure
☐ (2) Slightly sure
☐ (3) Not very sure
☐ (4) Not sure at all

21. Now place an X in the box at the right that best reflects the standing that you hope to achieve in the community in which you live when you become fully established in your own home or occupation. (Again, "1" represents very low standing and "10" represents very high standing.)

10		Above average
9		
8		
7		
6		Average
5		
4		
3		
2		Below average
1		

NOW WE WOULD LIKE TO KNOW SOMETHING ABOUT YOUR EDUCATIONAL PLANS AND DESIRES BEYOND HIGH SCHOOL, AS WELL AS YOUR ATTITUDES AND ACTIVITIES AS THESE RELATE TO HIGH SCHOOL

22. Mark the boxes at the left of the phrases that best describe what you would like in the way of future education. (Mark all that apply.)

- ☐ (1) Quit high school and not go to any kind of school again
- ☐ (2) Graduate from high school
- ☐ (3) Attend a business or commercial school (not college level)
- ☐ (4) Attend a technical or vocational school (not college level)
- ☐ (5) Attend a junior college - take a business or commercial course
- ☐ (6) Attend a junior college - take a vocational or technical course
- ☐ (7) Attend a junior college - take a regular college course
- ☐ (8) Attend a college or university
- ☐ (9) Graduate from a college or university
- ☐ (10) After graduating from college, spend one or more years doing advanced study in a specialized field
- ☐ (11) Other (what?) _____

23. How certain are you that this is what you want to do about further education?

- ☐ (1) Very sure
- ☐ (2) Fairly sure
- ☐ (3) Not at all sure

24. Mark the blanks at the left of the phrases which describe the education you think you will actually be able to get. (Mark all that apply.)

- ☐ (1) Quit high school and not go to any kind of school again
- ☐ (2) Graduate from high school
- ☐ (3) Attend a business or commercial school (not college level)
- ☐ (4) Attend a technical or vocational school (not college level)
- ☐ (5) Attend a junior college - take a business or commercial course
- ☐ (6) Attend a junior college - take a vocational or technical course
- ☐ (7) Attend a junior college - take a regular college course
- ☐ (8) Attend a college or university
- ☐ (9) Graduate from a college or university
- ☐ (10) After graduating from college, spend one or more years doing advanced study in a specialized field
- ☐ (11) Other (what?) _____

25. How certain are you that you will actually get the highest level of education you checked in question 24?

- ☐ (1) Not very certain
- ☐ (2) Chances are 50-50
- ☐ (3) Probably will
- ☐ (4) Practically certain

26. ANSWER ONLY IF YOU ARE NOT PLANNING TO GO TO COLLEGE. Would you go to college if your parents could afford to send you?

- ☐ (1) Yes
- ☐ (2) No

27. ANSWER ONLY IF YOU WOULD LIKE TO TAKE VOCATIONAL, TECHNICAL, OR BUSINESS TRAINING, BUT DO NOT PLAN TO: Would you take vocational, technical, or business training if your parents could afford to pay for it?

- ☐ (1) Yes
- ☐ (2) No

28. On your last report card did you get mostly: (Check only one.)

- ☐ (1) A's
- ☐ (2) A's and B's
- ☐ (3) B's
- ☐ (4) B's and C's
- ☐ (5) C's
- ☐ (6) C's and D's
- ☐ (7) D's
- ☐ (8) D's and F's

29. How many high school activities are you active in and how many organizations do you belong to? (For example: Athletics, Music, Dramatics, Debate, School paper or annual, Student government, FFA or FHA, Hobby clubs, and any other clubs or organizations.)

30. Which of the following best describes your relationship with persons of the opposite sex? (Mark only one.)

- ☐ (1) Married
- ☐ (2) Formally engaged
- ☐ (3) Not formally engaged, but have definite understanding to be married soon
- ☐ (4) Going steady
- ☐ (5) Date frequently
- ☐ (6) Date occasionally
- ☐ (7) Have some dates, but very few
- ☐ (8) Do not date

31. GIRLS ONLY. BOYS GO DIRECTLY TO QUESTION 32.

If you are married or expect to get married soon, what occupation does (or will) your husband have?

HOW DO YOU THINK YOUR CLOSEST FRIEND WOULD RATE YOU IN THE FOLLOWING THINGS?

32. What kind of grades does your closest friend think you are capable of getting?

- ☐ (1) Mostly A's
- ☐ (2) Mostly B's
- ☐ (3) Mostly C's
- ☐ (4) Mostly D's
- ☐ (5) Mostly F's

33. How would your closest friend rate you in school ability compared with those in your class at school?

- ☐ (1) Among the best
- ☐ (2) Above average
- ☐ (3) Average
- ☐ (4) Below average
- ☐ (5) Among the poorest

34. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How would your closest friend rank your capability for completing such advanced work?

- ☐ (1) Very capable
- ☐ (2) Somewhat capable
- ☐ (3) Average capability
- ☐ (4) Incapable
- ☐ (5) Very incapable

35. Does your closest friend think you have the ability to complete college?

- ☐ (1) Yes, definitely
- ☐ (2) Yes, probably
- ☐ (3) Not sure either way
- ☐ (4) Probably not
- ☐ (5) No

36. How do you think your closest friend would grade your work?

- ☐ (1) Excellent
- ☐ (2) Good
- ☐ (3) Average
- ☐ (4) Below average
- ☐ (5) Much below average

37. Where do you think your closest friend would rank you in your class in high school?

- ☐ (1) Among the best
- ☐ (2) Above average
- ☐ (3) Average
- ☐ (4) Below average
- ☐ (5) Among the poorest

38. How do you think your closest friend would rate you in school ability compared with your other close friends?

- ☐ (1) The best
- ☐ (2) Better than most
- ☐ (3) About the same
- ☐ (4) Not as good as most
- ☐ (5) The poorest

39. Where do you think your closest friend would rank you in your class in college (if you actually go)?

- ☐ (1) Among the best
- ☐ (2) Above average
- ☐ (3) Average
- ☐ (4) Below average
- ☐ (5) Among the poorest

NOW WE WOULD LIKE TO KNOW SOMETHING ABOUT YOUR JOB-RELATED DESIRES, PLANS AND ATTITUDES.

BOYS ONLY. GIRLS GO TO QUESTION 45.

40. Most students have daydreams about what they would like to be and do when they are adults. What kind of occupation would you most like to have as your career if you could do whatever you chose? (Please be specific:)

41. How sure are you that this is the occupation you will actually have?

- ☐ (1) Very sure
- ☐ (2) Fairly sure
- ☐ (3) Not at all sure

42. How sure are you that you know what kind of occupation you really want as a life-long career?

- ☐ (1) Absolutely certain
- ☐ (2) Quite certain
- ☐ (3) Somewhat certain
- ☐ (4) Very uncertain

43. Now, leaving your daydreams and wishes aside, what occupation do you really plan to have as your career?

☐ (a) I have no definite plans

44. How often do you worry because you are not quite certain what you want in the way of an occupational career?

- ☐ (1) Almost all the time
- ☐ (2) Quite often
- ☐ (3) Sometimes
- ☐ (4) Seldom
- ☐ (5) Never

GIRLS ONLY. BOYS GO TO QUESTION 52.

45. Which of the following statements best describes what you think your interests and desires will be for most of your adult life?

- ☐ (1) Homemaking will be my major interest. I will not want to work at all after I am married.
- ☐ (2) Homemaking will be my major interest, but I will want to work occasionally or work part time.
- ☐ (3) Homemaking will be my major interest, but I will also want to work most of the time.
- ☐ (4) Work will be my major interest but I will also want to have a family and be a homemaker.
- ☐ (5) Work will be my major interest. I will not want to spend much effort in homemaking.
- ☐ (6) Work will be my only interest. I will not want to spend much effort in homemaking.

GIRLS ONLY, continued. BOYS GO TO QUESTION 52.

46. If you checked 2, 3, 4, 5, or 6 in question 45, what occupation would you most want to have?

47. Do you actually expect to work after you finish your education?

- _____ (1) No
 _____ (2) Yes

48. If yes, what kind of job or occupation do you expect to have?

49. Do you agree or disagree with the following statements? Circle the appropriate number.

	(1)	(2)	(3)	(4)	(5)	
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	
(a)	1	2	3	4	5	The abilities of women too often go unrecognized.
(b)	1	2	3	4	5	Women should be allowed to compete on equal terms with men in the occupational world.
(c)	1	2	3	4	5	The place for the adult female is in the home.
(d)	1	2	3	4	5	There would probably be fewer problems in the world if women had as much say-so in running things as men.
(c)	1	2	3	4	5	It is natural for women to have occupational positions which are inferior to those of men.

50. Do you feel that you personally will be prevented from realizing your educational or occupational ambitions because you are a female?

- _____ (1) Yes
 _____ (2) No

51. How do you personally feel about competing with males in the occupational world?

- _____ (1) Would like it very much
 _____ (2) Would like it somewhat
 _____ (3) Wouldn't make much difference
 _____ (4) Wouldn't usually like it
 _____ (5) Would never like it

52. Have you worked at all during the past year?

- _____ (1) Yes
 _____ (2) No

53. If you have worked, was the work that you did related to the kind of work you want as your career?

- _____ (1) Yes
 _____ (2) No

54. If yes, did this work change or influence your vocational preference?

- _____ (1) Yes
 _____ (2) No

BOYS ONLY. GIRLS GO TO QUESTION 57.

55. People have different opinions about the importance of a man's job. We would like to know high school students' opinions about this. Please indicate how you feel about the following statements by circling the appropriate number. Although it is possible that you may agree with a statement as it applies to most cases but can think of one or two exceptions, indicate how you feel about the statement as a general rule. Circle the appropriate number for each statement.

	(1) Strongly agree	(2) Agree	(3) Neither agree nor disagree	(4) Disagree	(5) Strongly disagree	
(a)	1	2	3	4	5	The most important thing in a man's life is his occupation.
(b)	1	2	3	4	5	Many times it is more important to have time for recreation than it is to work hard and achieve occupational advancement.
(c)	1	2	3	4	5	A man should always accept an occupational promotion even if this means moving to a strange community away from his close friends.
(d)	1	2	3	4	5	A man who already has a secure job with a modest income is foolish to go back to school even if additional education is necessary before he can expect to have a better job.
(e)	1	2	3	4	5	A man should be willing to give up time with his family and devote it to his job if this will help his occupational advancement.
(f)	1	2	3	4	5	A man should try hard to get farther ahead in the world than his parents.
(g)	1	2	3	4	5	The most important purpose of education is to prepare people for success.

56. When the time comes for you to take a job, would you take a job that required you to move far away from your community and parents?

- _____ (1) Definitely take the job
 _____ (2) Probably take the job
 _____ (3) Probably turn the job down
 _____ (4) Definitely turn the job down

57. BOYS:

Below are several pairs of occupations. The income for the two occupations in each pair is approximately equal. Please consider each pair of occupations and answer the following question: If you had to work in one or the other of these occupations as your life's work, which of the occupations in each pair would you choose? Please circle a number in each pair.

GIRLS:

Below are several pairs of occupations. The income for the two occupations in each pair is approximately equal. Please consider each pair of occupations and answer the following question: If your husband had to work in one or the other of these occupations as his life's work, which one of the occupations in each pair would you most like him to have? (Assume that he would be equally happy working at either job.) Please circle a number in each pair.

- | | |
|--|--|
| (a) 1. Railroad brakeman
2. Draftsman | (g) 1. High school teacher
2. Electrician |
| (b) 1. Clergyman (minister, priest, rabbi)
2. Upholsterer | (h) 1. Tool and die maker
2. Insurance agent |
| (c) 1. Plumber
2. Photographer | (i) 1. Cabinet maker
2. Bank teller |
| (d) 1. Radio operator
2. Locomotive fireman | (j) 1. College professor
2. Locomotive engineer |
| (e) 1. Long shorman or stevedore
2. Bookkeeper | (k) 1. Bus driver
2. Manager of a service station |
| (f) 1. Foreman in a factory
2. Editor or reporter | (l) 1. Medical or dental technician
2. Baker |

	03
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NOW WE WANT TO ASK YOU SOME QUESTIONS ABOUT YOURSELF AND YOUR OPINIONS.

Students have different opinions of their abilities. We would like to know how you evaluate your ability.

58. Where do you think you would rank in your class in high school?

- _____ (1) Among the best
 _____ (2) Above average
 _____ (3) Average
 _____ (4) Below average
 _____ (5) Among the poorest

59. Do you find yourself day-dreaming about the type of person you expect to be in the future?

- _____ (1) Very often
 _____ (2) Sometimes
 _____ (3) Rarely or never

60. Do you think you have the ability to complete college?

- _____ (1) Yes, definitely
 _____ (2) Yes, probably
 _____ (3) Not sure either way
 _____ (4) Probably not
 _____ (5) No

This is not the end of the questionnaire. Please turn it around and answer the succeeding pages.

61. How important to you personally is it to get ahead in life?

- _____ (1) Very important
- _____ (2) Fairly important
- _____ (3) Not very important
- _____ (4) Very unimportant

62. How do you rate yourself in school ability compared with those in your class at school?

- _____ (1) I am among the best
- _____ (2) I am above average
- _____ (3) I am average
- _____ (4) I am below average
- _____ (5) I am among the poorest

63. How much does it bother you to find that someone has a poor opinion of your intellectual abilities?

- _____ (1) Bothers me very much
- _____ (2) Bothers me somewhat
- _____ (3) Bothers me a little

64. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

- _____ (1) My work is excellent
- _____ (2) My work is good
- _____ (3) My work is average
- _____ (4) My work is below average
- _____ (5) My work is much below average

65. What kind of grades do you think you are capable of getting?

- _____ (1) Mostly A's
- _____ (2) Mostly B's
- _____ (3) Mostly C's
- _____ (4) Mostly D's
- _____ (5) Mostly F's

66. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary.
How capable do you think you are of completing such advanced work?

- _____ (1) Very capable
- _____ (2) Somewhat capable
- _____ (3) Not sure if you are capable
- _____ (4) Incapable
- _____ (5) Very incapable

67. Where do you think you would rank in your class in college (if you actually go)?

- _____ (1) Among the best
- _____ (2) Above average
- _____ (3) Average
- _____ (4) Below average
- _____ (5) Among the poorest

68. How do you rate yourself in school ability compared with your close friends?

- _____ (1) I am the best
- _____ (2) I am better than most
- _____ (3) I am about the same
- _____ (4) I am not as good as most
- _____ (5) I am the poorest

All high school students have ambitions and plans for life beyond high school. Your future occupational career and additional education are included in these ambitions. There are people who say, however, that some students have more opportunities to realize their ambitions than others. How do you feel about the following statements?

69. Do you think you will be kept from achieving your educational or occupational desires because of your race?

- ☐ (1) Yes
☐ (2) No
☐ (3) Uncertain

70. Do you think you will be kept from achieving your educational or occupational desires because of your family background?

- ☐ (1) Yes
☐ (2) No
☐ (3) Uncertain

71. Do you think you will be kept from achieving your educational or occupational desires because of your parents' insufficient income?

- ☐ (1) Yes
☐ (2) No
☐ (3) Uncertain

72. Do you think you will be kept from achieving your educational or occupational desires because of your religion?

- ☐ (1) Yes
☐ (2) No
☐ (3) Uncertain

73. Studies show that adults in different occupations respond differently to most of the following statements and we would like to know if students with different educational and occupational plans also respond differently. Please indicate whether you agree or disagree with the following statements by circling the appropriate number. Although you may not completely agree or disagree with a statement, give the answer that comes closest to your own feelings.

	(1) Agree	(2) Disagree	
(a)	1	2	Most public officials are not really interested in the problems of the average man.
(b)	1	2	Teenagers should not be permitted to drive.
(c)	1	2	These days a person doesn't know whom he can count on.
(d)	1	2	Anyone who has the ability should have the opportunity to get a college education.
(e)	1	2	Nowadays a person has to live pretty much for today and let tomorrow take care of itself.
(f)	1	2	Everyone can be trusted.
(g)	1	2	In spite of what some people say, the lot of the average man is getting worse, not better.
(h)	1	2	Individuals have more freedom under a democracy than under a dictatorship.
(i)	1	2	Most people don't really care what happens to the next fellow.

74. Do you agree or disagree with the following statements? Please circle the appropriate number.

	(1) Strongly agree	(2) Agree	(3) Slightly agree	(4) Slightly disagree	(5) Disagree	(6) Strongly disagree	
(a)	1	2	3	4	5	6	I wish my father (or mother) had a better job.
(b)	1	2	3	4	5	6	I wish I lived in a nicer house.
(c)	1	2	3	4	5	6	The neighborhood I live in is not as nice as I would like.
(d)	1	2	3	4	5	6	My father's standing in the community is lower than the fathers' standing of my friends.
(e)	1	2	3	4	5	6	I wish I had nicer clothes.
(f)	1	2	3	4	5	6	The town I live in is a nice place to live.
(g)	1	2	3	4	5	6	I am sometimes embarrassed because I have to do without things that other kids have.
(h)	1	2	3	4	5	6	I am sometimes embarrassed because my folks do not have a car or because the car they have is not as nice as I would like.

75. How often do you have the feelings described below? Please circle the appropriate number.

	(1) Often	(2) Sometimes	(3) Never	
(a)	1	2	3	I feel bad because I don't have as much money to spend as most other kids do.
(b)	1	2	3	I have a hard time because it seems that my folks hardly ever have enough money.
(c)	1	2	3	I try to keep boys and girls away from my house because it isn't as nice as theirs.
(d)	1	2	3	I have to do without things that I like because my folks can't afford them.

WE NOW WANT TO ASK YOU SOME QUESTIONS ABOUT SITUATIONS THAT SOMETIMES OCCUR IN OCCUPATIONS AND IN EDUCATIONAL INSTITUTIONS. Many people find themselves in these kinds of situations every day, and many have a hard time choosing between the alternatives available. Although you may never find yourself in any of these exact situations, you will probably find yourself in similar situations several times during your life. In any case, we would like to know what you think about the following problems.

76. Joe Smith is in charge of the desk at the school library. A certain book is in very heavy demand. Joe's close friend, Jack Jones, is pressed for time and can only use the book at a certain hour. Jack suggests that Joe hide the book for a while before his arrival so that he will be sure to get it. Jack needs it badly. What right does Jack have to expect Joe to hide the book?

- ☐ (1) He has a definite right as a friend to expect Joe to hide the book for him.
☐ (2) He has some right as a friend to expect Joe to hide the book for him.
☐ (3) He has no right as a friend to expect Joe to hide the book for him.

77. If you were Joe Smith, would you hide the book in view of your obligations to Jack as a friend and your obligations to the library?

- ☐ (1) Yes
☐ (2) No

78. Doctor X is a doctor for an insurance company. He examines a close friend who is getting old and needs more insurance. He finds that his friend is in pretty good shape, but is doubtful on one or two minor points which are difficult to diagnose. What right does Doctor X's friend have to expect Doctor X to shade the doubts in his favor?

- ☐ (1) He would have a definite right as a friend to expect Doctor X to shade the doubts in his favor.
☐ (2) He would have some right as a friend to expect Doctor X to shade the doubts in his favor.
☐ (3) He would have no right as a friend to expect Doctor X to shade the doubts in his favor.

79. If you were Doctor X, do you think you would shade the doubts in favor of your friend?

- ☐ (1) Yes
☐ (2) No

80. John Brown is a New York drama critic. Henry Long, a close friend of his, has invested all his savings in a new Broadway play. Brown really thinks the play is no good. What right does Long have to expect Brown to go easy on the play in his review?

- ☐ (1) He has a definite right as a friend to expect Brown to go easy on his play.
☐ (2) He has some right as a friend to expect Brown to go easy on his play.
☐ (3) He has no right as a friend to expect Brown to go easy on his play.

81. If you were in Brown's shoes, would you go easy on Long's play in your review in view of your obligations to your readers and your obligations to Long, your friend?

- ☐ (1) Yes
☐ (2) No

82. Smith and Jones share a partnership in a department store. They wish to hire a young man to manage part of the operation. They received two applications for the position. Applicant A had the best test scores and his work experience was what Smith and Jones wanted. Smith wanted to hire Applicant A. Jones wanted to hire Applicant B. Jones argued that because Applicant A came from another community, and because B and his father were close friends of Smith and Jones, they were obligated to give the job to B. Whom do you agree with?

- ☐ (1) Smith
☐ (2) Jones

83. Mr. Davis teaches high school mathematics. He has a pupil, Tom Black, who is failing Mr. Davis' course. Because Mr. Davis and Tom's parents are close friends, Mr. Davis has gotten to know Tom quite well. He knows that Tom is one of the brightest students in his class and that he is doing poor work because he must work at night to help support his family. Since the school policy requires Davis to flunk a certain number of students each term, he will have to flunk some other student who is really passing if he passes Tom. What do you think Mr. Davis should do?

- ☐ (1) Pass Tom and flunk the other student
☐ (2) Flunk Tom and pass the other student

ONLY FOR THOSE WHO HAVE AT LEAST ONE BROTHER OR SISTER. OTHERS GO TO QUESTION 85.

84. Everything considered, one or more brothers or sisters has a happier life with your family than you have.

- ☐ (1) Completely agree
☐ (2) Agree
☐ (3) Agree a little
☐ (4) Disagree a little
☐ (5) Disagree
☐ (6) Completely disagree

85. Which parent do you think you resemble most in personality?

- _____ (1) Mother
 _____ (2) Father

NOW WE WANT TO ASK SOME QUESTIONS ABOUT YOUR PARENTS.

Some people believe that the way a teenager thinks his parents assess his ability will influence his educational and occupational ambitions and plans. Some people also believe that the relationship between parents and teenagers influences teenagers' ambitions and plans. We would like to check on these beliefs by having you answer the following questions.

FIRST SOME QUESTIONS ABOUT YOUR FATHER. IF YOU LIVE WITH YOUR STEPFATHER, ANSWER IN TERMS OF YOUR STEPFATHER.

86. Where do you think your father would rank you in your class in high school?

- _____ (1) Among the best
 _____ (2) Above average
 _____ (3) Average
 _____ (4) Below average
 _____ (5) Among the poorest

87. My father tries to understand my problems.

- _____ (1) Always
 _____ (2) Most of the time, but not always
 _____ (3) Sometimes
 _____ (4) Very rarely or never

88. What kind of grades does your father think you are capable of getting?

- _____ (1) Mostly A's
 _____ (2) Mostly B's
 _____ (3) Mostly C's
 _____ (4) Mostly D's
 _____ (5) Mostly F's

89. My father lets me know that he loves me.

- _____ (1) Frequently
 _____ (2) Sometimes, but not very often
 _____ (3) On rare occasions
 _____ (4) Never

90. How do you think your father would rate you in school ability compared with your close friends?

- _____ (1) The best
 _____ (2) Better than most
 _____ (3) About the same
 _____ (4) Not as good as most
 _____ (5) The poorest

91. How do you think your father would grade your work?

- _____ (1) Excellent
 _____ (2) Good
 _____ (3) Average
 _____ (4) Below average
 _____ (5) Much below average

92. How close would you say you were to your father?

- _____ (1) Extremely close
- _____ (2) Very close
- _____ (3) Considerably close
- _____ (4) Somewhat close
- _____ (5) A little close
- _____ (6) Not close at all

93. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How would your father rank your capability for completing such advanced work?

- _____ (1) Very capable
- _____ (2) Somewhat capable
- _____ (3) He would not be sure if I am capable
- _____ (4) Incapable
- _____ (5) Very incapable

94. It helps me just to talk with my father when I am nervous or upset about something.

- _____ (1) Always
- _____ (2) Most of the time
- _____ (3) Sometimes
- _____ (4) Very rarely or never
- _____ (5) I never talk with my father

95. How would your father rate you in school ability compared with those in your class at school?

- _____ (1) Among the best
- _____ (2) Above average
- _____ (3) Average
- _____ (4) Below average
- _____ (5) Among the poorest

96. My father is an easy person to talk with.

- _____ (1) Always
- _____ (2) Most of the time, but not always
- _____ (3) Sometimes, but not very often
- _____ (4) Rarely or never

97. Does your father think you have the ability to complete college?

- _____ (1) Yes, definitely
- _____ (2) Yes, probably
- _____ (3) Not sure either way
- _____ (4) Probably not
- _____ (5) No

98. Where do you think your father would rank you in your class in college (if you actually go)?

- _____ (1) Among the best
- _____ (2) Above average
- _____ (3) Average
- _____ (4) Below average
- _____ (5) Among the poorest

99. My father feels warm and affectionate toward me.

- _____ (1) Rarely or never
- _____ (2) Sometimes, but not very often
- _____ (3) Most of the time, but not always
- _____ (4) Always

100. In comparison to your friends and their relationship with their fathers, how close do you think you are to your father?

- _____ (1) Much less close than most of my friends
- _____ (2) Somewhat less close than most of my friends
- _____ (3) About the same as most of my friends
- _____ (4) Somewhat closer than most of my friends
- _____ (5) Much closer than most of my friends

NOW WE WANT TO ASK SOME QUESTIONS ABOUT YOUR MOTHER. IF YOU LIVE WITH YOUR STEPMOTHER, ANSWER IN TERMS OF YOUR STEPMOTHER.

101. My mother tries to understand my problems.

- _____ (1) Always
- _____ (2) Most of the time, but not always
- _____ (3) Sometimes
- _____ (4) Very rarely or never

102. My mother lets me know that she loves me.

- _____ (1) Frequently
- _____ (2) Sometimes, but not very often
- _____ (3) On rare occasions

103. How close would you say you were to your mother?

- _____ (1) Extremely close
- _____ (2) Very close
- _____ (3) Considerably close
- _____ (4) Somewhat close
- _____ (5) A little close
- _____ (6) Not close at all

104. It helps me just to talk with my mother when I am nervous or upset about something.

- _____ (1) Always
- _____ (2) Most of the time
- _____ (3) Sometimes
- _____ (4) Very rarely or never
- _____ (5) I never talk with my mother

105. My mother is an easy person to talk with.

- _____ (1) Always
- _____ (2) Most of the time
- _____ (3) Sometimes, but not very often
- _____ (4) Rarely or never

106. My mother feels warm and affectionate toward me.

- _____ (1) Rarely or never
- _____ (2) Sometimes, but not very often
- _____ (3) Most of the time, but not always
- _____ (4) Always

107. In comparison to your friends and their relationship with their mothers, how close do you think you are to your mother?

- _____ (1) Much less close than most of my friends
- _____ (2) Somewhat less close than most of my friends
- _____ (3) About the same as most of my friends
- _____ (4) Somewhat closer than most of my friends
- _____ (5) Much closer than most of my friends

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108. Do you agree or disagree with the following statements? Circle the appropriate number.

	(1) Strongly agree	(2) Agree	(3) Neither agree nor disagree	(4) Disagree	(5) Strongly disagree	
(a)	1	2	3	4	5	When I make plans, I am fairly sure that I can make them work.
(b)	1	2	3	4	5	It is not wise to plan too far ahead because most things turn out to be a matter of good or bad fortune anyhow.
(c)	1	2	3	4	5	People are lonely because they don't try to be friendly.
(d)	1	2	3	4	5	There's not much use in trying to please people; if they like you, they like you.
(e)	1	2	3	4	5	Many times I feel that I have little influence over the things that happen to me.
(f)	1	2	3	4	5	I do not believe that chance and luck are very important in life.
(g)	1	2	3	4	5	I have usually found that what is going to happen will happen, no matter what I do.
(h)	1	2	3	4	5	Many times I might just as well decide what to do by flipping a coin.
(i)	1	2	3	4	5	Becoming a success is a matter of hard work; luck has little or nothing to do with it.
(j)	1	2	3	4	5	Getting a good job depends mainly on being in the right place at the right time.
(k)	1	2	3	4	5	Most of the unhappy things in my life have been due to bad luck.
(l)	1	2	3	4	5	Most people don't realize how much their lives are the result of accidental happenings.

109. Do you agree or disagree with the following statements? Circle the appropriate number.

	(1) Strongly agree	(2) Agree	(3) Neither agree nor disagree	(4) Disagree	(5) Strongly disagree	
(a)	1	2	3	4	5	High school should be more concerned with developing social and personal skills; less concerned with developing vocational skills
(b)	1	2	3	4	5	There is too much emphasis on extra-curricular activities in high school, and not enough emphasis on developing job-related abilities.
(c)	1	2	3	4	5	In high school there should be more courses to prepare students for jobs in the outside world and fewer purely "academic" courses such as literature and history.
(d)	1	2	3	4	5	The primary function of a high school education should be to teach occupational skills.
(e)	1	2	3	4	5	High schools should be concerned more with occupational training than with preparation for college.
(f)	1	2	3	4	5	High schools should be more concerned with sponsoring activities that allow students to make friends with other students than with teaching vocational skills.

APPENDIX C:

TABLES

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Table C-16	Attitude Toward High School Curriculum, By Sex and Grade "In high school there should be more courses to prepare students for jobs in the outside world and fewer purely "academic" courses such as literature and history."
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TABLE C-1 ALL LEVELS OF EDUCATIONAL ASPIRATIONS
BY SEX AND GRADE^a

Levels of Education	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Quit High School	0.4	0.3	0.2	0.0	0.2
Graduate from High School	99.3	98.5	99.3	99.8	99.2
Attend Business- Commercial School	3.5	3.3	18.2	17.4	10.5
Attend Technical- Vocational School	14.7	13.6	11.8	10.2	12.7
Attend Jr College Business Course	6.6	7.9	13.8	13.6	10.4
Attend Jr College Vocational or Technical Course	14.5	16.4	6.4	6.9	11.1
Attend Jr College Academic Course	16.0	18.1	11.3	13.9	14.8
Attend College or University	59.6	61.8	54.9	55.6	58.0
Graduate from University	53.0	56.8	43.4	46.2	49.8
Graduate or Professional School	26.0	23.7	14.2	16.4	21.3
Other	4.8	7.1	5.0	5.4	5.6
Respondents	991	861	992	811	3655
Nonrespondents	6	6	2	4	18

^aBased on responses to question 22 in Form B of the student questionnaire. Percentages total to more than 100 because more than one response could be marked by the respondent.

TABLE C-2 HIGHEST LEVEL OF EDUCATIONAL ASPIRATIONS^a
BY SEX AND GRADE

Levels of Education	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Quit High School	0.2	0.3	0.1	0.0	0.2
Graduate from High School	6.8	6.9	6.6	7.3	6.8
Attend Business- Commercial School	1.5	1.5	11.3	11.1	6.3
Attend Technical- Vocational School	10.2	8.9	8.9	8.4	9.1
Attend Jr College Business Course	3.3	3.6	9.5	9.2	6.4
Attend Jr College Vocational or Technical Course	9.6	10.7	3.6	3.0	6.8
Attend Jr College Academic Course	8.2	5.5	3.3	3.9	5.3
Attend College or University	6.8	4.9	11.5	9.1	8.1
Graduate from University	26.8	28.1	29.2	29.8	28.4
Graduate or Professional School	26.1	28.7	14.2	16.4	21.3
Nursing School	0.1	0.0	1.2	1.4	0.7
Other	0.5	0.9	0.6	0.4	0.6
Respondents	992	861	992	811	3656
Nonrespondents	5	6	2	4	17

^aBased on responses to question 22 of the Form B student questionnaire.

TABLE C-3 CERTAINTY OF EDUCATIONAL ASPIRATIONS
BY SEX AND GRADE^a

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Very Sure	50.8	57.2	55.5	59.3	55.5
Fairly Sure	41.5	36.5	40.3	34.9	38.6
Not at all Sure	7.6	6.3	4.1	5.8	6.0
Respondents	994	862	989	813	3658
Nonrespondents	3	5	5	2	15

^aBased on responses to question 23 of the Form B student questionnaire.

TABLE C-4

ALL LEVELS OF EDUCATIONAL EXPECTATIONS
BY SEX AND GRADE^a

Levels of Education	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Quit High School	0.4	0.4	0.2	0.1	0.3
Graduate from High School	99.1	98.7	99.3	99.8	99.2
Attend Business-Commercial School	4.2	3.7	17.0	16.2	10.3
Attend Technical-Vocational School	14.3	13.0	10.3	9.3	11.3
Attend Jr College Business Course	8.2	8.6	13.2	12.7	10.7
Attend Jr College Vocational or Technical Course	14.4	15.7	6.1	7.3	10.3
Attend Jr College Academic Course	18.7	22.1	13.9	14.8	17.3
Attend College or University	51.8	55.4	48.6	51.8	51.3
Graduate from University	40.7	47.6	32.8	37.0	39.3
Graduate or Professional School	15.2	19.4	8.1	9.9	13.1
Other	4.8	5.7	4.0	4.3	4.7
Respondents	967	846	986	809	3608
Nonrespondents	30	21	8	6	65

^aBased on responses to question 24 in Form B of the student questionnaire. Percentages total to more than 100 because more than one response could be marked by the respondent.

TABLE C-5

HIGHEST LEVEL OF EDUCATIONAL EXPECTATIONS
BY SEX AND GRADE^a

Levels of Education	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Quit High School	0.4	0.4	0.1	0.1	0.2
Graduate from High School	10.3	8.3	11.5	10.3	10.1
Attend Business- Commercial School	1.5	1.7	10.1	12.1	6.3
Attend Technical- Vocational School	10.0	9.2	7.9	7.5	8.7
Attend Jr College Business Course	4.3	4.4	9.8	8.4	6.3
Attend Jr College Vocational or Technical Course	9.6	11.0	3.5	3.7	7.0
Attend Jr College Academic Course	11.5	8.9	6.9	5.1	8.2
Attend College or University	11.2	7.8	15.8	14.3	12.4
Graduate from University	25.4	28.4	24.7	27.1	26.3
Graduate or Professional School	15.3	19.4	8.0	9.9	13.1
Nursing School	0.1	0.0	0.8	1.2	0.5
Other	0.3	0.7	0.7	0.2	0.5
Respondents	968	846	986	809	3609
Non-respondents	29	21	8	6	64

^aBased on responses to question 24 of the Form B student questionnaire.

TABLE C-6

CERTAINTY OF EDUCATIONAL EXPECTATIONS
BY SEX AND GRADE^a

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Not Very Certain	6.0	5.3	4.8	4.7	5.3
Chances are 50-50	22.3	22.5	18.9	18.3	20.5
Probably Will	42.8	41.2	37.1	39.0	40.0
Practically Certain	28.9	30.5	39.2	27.9	34.1
Respondents	980	859	986	812	3637
Nonrespondents	17	3	8	3	36

^aBased on responses to question 25 of the Form B student questionnaire.

TABLE C-7 WOULD YOU ATTEND COLLEGE IF YOUR PARENTS COULD AFFORD TO SEND YOU? ANSWER ONLY IF YOU ARE NOT PLANNING TO GO TO COLLEGE. ^a

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
YES	30.6	29.1	26.5	26.3	27.9
NO	69.4	70.9	73.5	73.7	72.1
Respondents	196	153	260	213	827
Nonrespondents	801	709	734	602	2846

^aBased on responses to question 26 of the Form B student questionnaire.

TABLE C - 8 WOULD YOU TAKE VOCATIONAL, TECHNICAL, OR BUSINESS TRAINING IF YOUR PARENTS COULD AFFORD TO PAY FOR IT? ANSWER ONLY IF YOU WOULD LIKE TO TAKE VOCATIONAL, TECHNICAL, OR BUSINESS TRAINING, BUT DO NOT PLAN TO.^a

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
YES	77.2	73.3	74.5	66.7	73.4
NO	22.8	26.7	25.5	33.3	26.6
Respondents	127	90	94	87	398
Nonrespondents	870	777	900	728	3275

^aBased on responses to question 27 of the Form B student questionnaire.

TABLE C-9 GRADES ON LAST REPORT CARD, BY SEX AND GRADE^a

Letter Grades	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
A's	3.9	6.9	7.0	11.2	7.1
A's & B's	11.9	16.5	19.7	22.3	17.4
B's	12.5	15.7	16.6	19.3	15.9
B's & C's	26.7	25.0	25.0	24.6	25.4
C's	23.0	20.4	18.9	14.4	19.3
C's & D's	16.6	12.1	10.8	6.6	11.8
D's	4.5	2.3	1.5	1.3	2.4
D's & F's	0.9	1.1	0.6	0.3	0.7
Respondents	961	840	960	797	3558
Non-Respondents	36	27	34	18	115

^aBased on responses to question 20 of the Form B student questionnaire.

TABLE C-10 NUMBER OF SCHOOL ACTIVITIES IN WHICH STUDENTS PARTICIPATE, BY SEX AND GRADE.^a

Number of Activities	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
NONE	24.0	20.0	13.9	8.2	16.7
ONE	25.3	19.6	16.7	15.1	19.3
TWO	20.7	21.7	23.7	18.6	21.3
THREE	15.4	16.8	20.1	21.4	18.4
FOUR	7.0	9.8	12.5	13.8	10.7
FIVE	4.2	5.5	6.8	12.1	7.0
SIX	1.4	3.4	3.5	5.2	3.3
SEVEN	1.3	1.7	1.2	2.3	1.6
EIGHT	0.5	1.0	0.9	1.7	1.0
NINE OR MORE	0.3	0.5	0.7	1.7	0.8
Respondents	859	769	906	754	3288
Non-Respondents	138	98	88	61	385

^aBased on responses to question 29 of the Form B student questionnaire.

TABLE C-11 RELATIONSHIPS OF STUDENTS WITH THE OPPOSITE
SEX, BY SEX AND GRADE^a

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Married	0.3	0.7	0.3	0.9	0.5
Formally Engaged	0.2	1.8	3.0	5.6	2.5
Plan to Marry	1.7	5.7	8.2	12.1	6.7
Going Steady	15.2	21.4	23.0	23.1	20.5
Date Frequently	19.2	21.3	22.7	19.8	20.8
Date Occasionally	29.3	25.2	19.2	18.1	23.1
Few Dates	16.0	13.2	12.2	11.1	13.2
Do Not Date	18.1	10.7	11.3	9.2	12.5
Respondents	955	841	956	791	3543
Nonrespondents	42	26	38	24	130

^aBased on responses to question 30 in Form B of the student questionnaire.

TABLE C-12

DO YOU THINK YOU WILL BE KEPT FROM ACHIEVING
EDUCATIONAL AND OCCUPATIONAL DESIRES BY PARENTS'
INSUFFICIENT INCOME? BY SEX AND GRADE,^a

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
YES	4.5	4.4	6.4	6.3	5.4
NO	84.3	83.4	80.1	80.1	82.0
Respondents	983	858	986	810	3637
Nonrespondents	14	9	8	5	36

^aBased on responses to question 71 of the Form B student questionnaire.

TABLE C-13

STUDENTS COURSE OF STUDY IN HIGH SCHOOL
BY SEX AND GRADE^a

Course of Study	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
General	48.2	41.0	40.4	32.1	40.8
Vocational	9.8	10.3	9.0	8.9	9.5
Academic	37.7	46.3	36.7	40.4	40.1
Commercial	4.0	2.3	13.6	18.0	9.3
Other	0.3	0.1	0.3	0.6	0.3
Respondents	930	827	921	773	3451
Nonrespondents	67	40	73	42	222

^aBased on responses to question 3 in Form B of the student questionnaire.

TABLE C-14

ATTITUDE TOWARD HIGH SCHOOL CURRICULUM
BY SEX AND GRADE^a

"High school should be more concerned with developing
social and personal skills; less concerned with
developing vocational skills."

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Strongly Agree	4.2	3.2	2.2	1.3	2.7
Agree	16.7	13.5	12.4	10.3	13.3
Neither Agree nor Disagree	27.6	31.4	27.5	24.1	27.7
Disagree	40.7	41.1	45.1	48.1	43.7
Strongly Disagree	10.9	10.8	12.8	16.2	12.6
Respondents	911	808	953	796	3468
Nonrespondents	86	59	41	19	205

^aBased on responses to question 109A in Form B of the student questionnaire.

TABLE C-15

ATTITUDE TOWARD HIGH SCHOOL CURRICULUM
BY SEX AND GRADE^a

"There is too much emphasis on extra-curricular activities in high school, and not enough emphasis on developing job-related abilities!"

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Strongly Agree	7.8	7.9	5.7	7.7	7.2
Agree	25.7	24.8	22.1	25.5	24.5
Neither Agree nor Disagree	24.3	23.1	24.1	24.7	24.0
Disagree	34.4	36.8	39.9	35.3	36.7
Strongly Disagree	7.8	7.3	8.3	6.9	7.6
Respondents	913	806	952	797	3468
Nonrespondents	84	61	42	18	205

^aBased on responses to question 109B of the Form B student questionnaire.

TABLE C-16 ATTITUDE TOWARD HIGH SCHOOL CURRICULUM
BY SEX AND GRADE^a

"In high school there should be more courses to prepare students for jobs in the outside world and fewer purely "academic" courses such as literature and history."

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Strongly Agree	16.9	14.8	13.7	12.7	14.6
Agree	34.9	31.7	28.0	30.0	31.1
Neither Agree nor Disagree	19.2	19.7	21.4	18.7	19.8
Disagree	22.8	28.1	30.6	32.0	28.3
Strongly Disagree	6.1	5.7	6.2	6.6	6.2
Respondents	911	802	953	793	3459
Nonrespondents	86	65	41	22	214

^aBased on responses to question 109C of the Form B student questionnaire.

TABLE C-17 ATTITUDE TOWARD HIGH SCHOOL CURRICULUM
BY SEX AND GRADE^a

"The primary function of a high school education
should be to teach occupational skills."

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Strongly Agree	7.1	5.2	4.2	4.8	5.3
Agree	26.1	19.6	20.6	18.8	21.4
Neither Agree nor Disagree	30.5	27.9	31.4	28.7	29.7
Disagree	30.9	40.6	36.1	39.9	36.7
Strongly Disagree	5.4	6.6	7.7	7.8	6.9
Respondents	907	802	950	794	3453
Nonrespondents	90	65	44	21	220

^aBased on responses to question 109D of the Form B student questionnaire.

TABLE C-18 ATTITUDE TOWARD HIGH SCHOOL CURRICULUM
BY SEX AND GRADE^a

"High schools should be concerned more with
occupational training than with preparation
for college."

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Strongly Agree	3.4	3.3	1.1	2.0	2.4
Agree	14.2	10.5	9.8	9.2	11.0
Neither Agree nor Disagree	30.3	27.6	28.8	26.3	28.4
Disagree	44.2	47.0	50.2	50.8	48.0
Strongly Disagree	7.8	11.6	10.1	11.7	10.2
Respondents	900	793	947	795	3435
Nonrespondents	97	74	47	20	238

^aBased on responses to question 109E of the Form B student questionnaire.

TABLE C-19

ATTITUDE TOWARD HIGH SCHOOL CURRICULUM
BY SEX AND GRADE^a

"High schools should be more concerned with sponsoring activities that allow students to make friends with other students than with teaching vocational skills."

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Strongly Agree	1.8	1.0	1.6	1.0	1.5
Agree	13.2	10.5	7.4	6.6	9.5
Neither Agree nor Disagree	36.8	31.5	28.3	28.5	31.3
Disagree	39.6	44.9	48.1	50.4	45.7
Strongly Disagree	8.7	11.3	14.6	13.5	12.0
Respondents	900	799	945	793	3437
Nonrespondents	97	63	49	22	236

^aBased on responses to question 109F in Form B of the student questionnaire.

TABLE C-20 OCCUPATIONAL ASPIRATIONS OF BOYS, BY GRADE^a

Occupational Categories	Junior Boys Pct.	Senior Boys Pct.	Total Pct.
Professional	68.2	68.9	68.5
Farmers and Farm Managers [*]	2.0	2.4	2.2
Managers, Officials, and Proprietors	10.3	9.7	10.0
Clerical	0.5	0.1	0.3
Sales Workers	1.1	0.9	1.0
Craftsmen	10.8	11.3	11.1
Operatives	1.3	2.3	1.8
Private Household	0.0	0.0	0.0
Service Workers	4.7	3.2	4.0
Farm Laborers	0.1	0.0	0.1
Laborers, except Farm and Mine	1.1	1.1	1.1
Respondents	848	750	1598
Nonrespondents	149	117	266

^aBased on responses to question 40 in Form B of the student questionnaire.

TABLE C-21 OCCUPATIONAL EXPECTATIONS OF BOYS, BY GRADE^a

Occupational Categories	Junior Boys Pct.	Senior Boys Pct.	Total Pct.
Professional	63.1	66.4	64.7
Farmers and Farm Managers	2.5	2.5	2.5
Managers, Officials and Proprietors	9.2	8.2	8.7
Clerical	0.8	0.4	0.6
Sales Workers	1.2	1.2	1.2
Craftsmen	16.7	13.9	15.4
Operatives	1.2	2.3	1.7
Private Household	0.0	0.0	0.0
Service Workers	3.7	3.2	3.5
Farm Laborers	0.0	0.2	0.1
Laborers, except Farm and Mine	1.4	1.6	1.5
Respondents	640	560	1200
Nonrespondents	357	307	664

^aBased on responses to question 43 in Form B of the student questionnaire.

TABLE C-22 CERTAINTY OF OCCUPATIONAL ASPIRATIONS OF BOYS
BY GRADE^a

Responses	Junior Boys Pct.	Senior Boys Pct.	Total Pct.
Very Sure	16.0	18.0	16.9
Fairly Sure	41.9	35.3	38.8
Not At All Sure	42.1	46.7	44.2
Respondents	936	829	1765
Nonrespondents	61	38	99

^aBased on responses to question 41 in Form B of the student questionnaire.

TABLE C-23 CERTAINTY OF OCCUPATIONAL EXPECTATIONS OF BOYS
BY GRADE^a

Responses	Junior Boys Pct.	Senior Boys Pct.	Total Pct.
Absolutely Certain	15.6	10.9	13.4
Quite Certain	31.7	35.0	33.2
Somewhat Certain	34.7	34.8	34.7
Very Uncertain	18.1	19.3	18.6
Respondents	957	845	1802
Nonrespondents	40	22	62

^aBased on responses to question 42 in Form B of the student questionnaire.

TABLE C-24 PERCENT OF BOYS HAVING NO DEFINITE
OCCUPATIONAL PLANS, BY GRADE^a

	Junior Boys	Senior Boys	Total Pct.
Total Boys	31.9 997	30.6 867	31.3 1864

^aBased on responses to question 43A in Form B of the student questionnaire.

TABLE C-25 FREQUENCY OF WORRY ABOUT OCCUPATIONAL
UNCERTAINTY AMONG BOYS, BY GRADE^a

Responses	Junior Boys Pct.	Senior Boys Pct.	Total Pct.
Almost All The Time	4.9	5.2	5.0
Quite Often	22.7	26.8	24.6
Sometimes	35.7	35.6	35.7
Seldom	28.0	24.7	26.5
Never	8.7	7.6	8.2
Respondents	978	853	1831
Nonrespondents	19	14	33

^aBased on responses to question 44 in Form B of the student questionnaire.

TABLE C-26 HOMEMAKING AND WORK INTERESTS OF GIRLS
BY GRADE^a

Responses	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
All Homemaking, No Work	13.1	11.0	12.2
Mostly Homemaking, Some Work	45.9	45.9	45.9
Homemaking Major Interest, yet Much Work	16.8	21.8	19.1
Work Major Interest, yet Much Homemaking	19.6	16.3	18.1
Mostly Work, Some Homemaking	3.2	4.2	3.7
Work Will be Only Interest	1.5	0.8	1.1
Respondents	964	789	1753
Nonrespondents	30	26	56

^aBased on responses to question 45 in Form B of the student questionnaire.

TABLE C-27 OCCUPATIONAL ASPIRATIONS OF GIRLS
WHO WANT TO WORK, BY GRADE^a

Occupational Categories	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Professional	51.9	55.0	53.3
Farmers and Farm Managers	0.3	0.2	0.2
Managers, Officials, and Proprietors	1.1	0.8	0.9
Clerical	25.2	27.9	26.4
Sales Workers	3.4	5.1	4.2
Craftsmen	0.4	0.0	0.2
Operatives	0.3	0.2	0.2
Private Household ^b	0.1	0.2	0.1
Service Workers	17.4	10.8	14.3
Farm Laborers	0.0	0.0	0.0
Laborers, except Farm and Mine	0.0	0.0	0.0
Respondents	755	649	1404
Nonrespondents	239	166	405

^aBased on responses to question 46 in Form B of the student questionnaire.

^bIncludes "housewives."

TABLE C-28 EXPECTATION OF WORKING AFTER FINISHING EDUCATION
AMONG GIRLS, BY GRADE^a

Responses	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
NO	5.0	6.4	5.6
YES	95.0	93.6	94.4
Respondents	978	803	1781
Nonrespondents	16	12	28

^aBased on responses to question 47 of the Form B student questionnaire.

TABLE C-29 OCCUPATIONAL EXPECTATIONS OF GIRLS
WHO EXPECT TO WORK AFTER COMPLETING
EDUCATION, BY GRADE^a

Occupational Categories	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
Professional	44.9	50.6	47.5
Farmers and Farm Managers	0.1	0.0	0.1
Managers, Officials, and Proprietors	1.3	0.2	0.8
Clerical	28.0	31.3	29.5
Sales Workers	2.9	3.2	3.0
Craftsmen	0.7	0.6	0.6
Operatives	0.1	0.2	0.1
Private Household ^b	0.4	0.0	0.2
Service Workers	21.4	13.8	18.0
Farm Laborers	0.0	0.0	0.0
Laborers, except Farm and Mine	0.1	0.2	0.1
Respondents	760	632	1392
Nonrespondents	234	183	417

^aBased on responses to question 48 in Form B of the student questionnaire.

^bIncludes "housewives."

TABLE C-30 EMPLOYMENT DURING PREVIOUS YEAR
BY SEX AND GRADE^a

Worked During Previous Year	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
YES	86.5	92.1	62.2	67.5	77.1
NO	13.5	7.9	37.8	32.5	22.9
Respondents	990	863	983	807	3643
Nonrespondents	7	4	11	8	30

^aBased on responses to question 52 in Form B of the student questionnaire.

TABLE C-31 RELATION OF WORK TO CAREER CHOICE AMONG
THOSE WHO WORKED DURING THE PREVIOUS
YEAR, BY SEX AND GRADE^a

Work Related To Career	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
YES	20.4	18.2	24.0	26.1	21.7
NO	79.6	81.8	76.0	73.9	78.3
Respondents	847	785	612	547	2791
Nonrespondents	150	82	382	268	882

^aBased on responses to question 53 in Form B of the student questionnaire.

TABLE C-32 INFLUENCE OF WORK ON VOCATIONAL PREFERENCE ^c

Work Influenced Preference	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
YES	29.1	34.9	32.4	33.8	32.4
NO	70.9	65.1	67.6	66.2	67.6
Respondents	182	146	145	142	615
Nonrespondents	815	721	849	673	3058

^aBased on responses to question 54 in Form B of the student questionnaire.

TABLE C-33 NUMBER OF TIMES STUDENT HAS CHANGED SCHOOLS BY SEX AND GRADE^a

Times Changed	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
NONE	34.4	36.2	36.6	35.3	35.6
ONE	18.7	20.7	19.2	20.4	19.7
TWO TO FOUR	26.9	26.5	26.9	28.7	27.2
FIVE TO SEVEN	13.5	11.7	10.7	11.3	11.8
MORE THAN SEVEN	6.4	5.0	6.6	4.3	5.7
Respondents	993	865	993	808	3659
Nonrespondents	4	2	1	7	14

^aBased on responses to question 15 in Form B of the student questionnaire.

TABLE C-34 DESIRE TO LIVE IN HOME COMMUNITY
AFTER FINISHING EDUCATION
BY SEX AND GRADE^a

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
YES	16.5	17.9	14.5	15.9	16.1
NO	39.0	35.8	43.2	44.8	40.7
NOT SURE	44.5	46.3	42.3	39.3	43.2
Respondents	989	866	993	812	3660
Nonrespondents	8	1	1	3	13

^aBased on responses to question 16 in Form B of the student questionnaire.

TABLE C-35 PERCEIVED POSSIBILITY OF FULFILLING
OCCUPATIONAL PLANS IN HOME COMMUNITY
BY SEX AND GRADE^a

Responses	Junior Boys Pct.	Senior Boys Pct.	Junior Girls Pct.	Senior Girls Pct.	Total Pct.
YES	42.6	45.8	50.1	59.0	49.0
NO	30.6	28.4	33.4	27.6	30.2
DON'T KNOW	26.8	25.8	16.5	13.4	20.8
Respondents	987	862	993	812	3654
Nonrespondents	10	5	1	3	19

^aBased on responses to question 17 in Form B of the student questionnaire.

TABLE C-36 PERCENT OF BOYS ASPIRING TO ENTER EACH OCCUPATION, BY SCHOOL^a

Occupational Aspirations of Boys	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Professional, Technical	70.9	73.7	64.0	66.7	69.1	64.6	67.5	76.2	59.1	53.3	44.4	31.8	75.0	50.0
Farmers and Farm Managers	1.3	0.3	2.3	2.0	2.1	3.7	2.5	2.4	0.0	10.0	22.2	9.1	6.2	12.5
Managers, Officials and Proprietors	12.5	9.4	8.9	14.4	1.0	6.1	13.7	2.4	13.6	3.3	14.8	0.0	6.2	0.0
Clerical	0.3	0.0	0.5	0.5	0.0	0.0	0.0	0.0	2.3	0.0	3.7	0.0	0.0	0.0
Sales Workers	1.0	0.3	1.9	0.5	4.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Craftsmen	8.8	8.9	12.6	8.0	16.5	18.3	15.0	9.5	13.6	26.7	14.8	9.1	6.0	25.0
Operatives	1.0	2.3	1.9	2.0	3.1	0.0	0.0	2.4	2.3	0.0	0.0	0.0	6.2	0.0
Service Workers	3.1	3.6	6.5	3.5	3.1	6.1	1.2	2.4	9.1	6.7	0.0	0.0	6.2	12.5
Farm Laborers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.0	0.0	0.0	0.0
Laborers, except Farm and Mine	1.0	0.6	1.4	2.5	1.0	1.2	0.0	2.4	0.0	0.0	0.0	0.0	0.0	0.0
Number of Respondents	385	361	214	201	97	82	80	42	44	30	27	17	16	8
Number of Nonrespondents	59	65	36	31	15	17	10	14	9	7	2	0	0	1
Total Students Participating in School	901	830	494	465	213	191	156	118	94	79	61	27	26	19

^aBased on responses to question 40 of the Form B student questionnaire.

TABLE C-37 PERCENT OF BOYS EXPECTING TO ENTER EACH OCCUPATION, BY SCHOOL^a

Occupational Expectations of Boys	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Professional, Technical	68.1	73.1	60.1	63.1	63.8	62.1	63.1	70.0	39.4	57.9	17.6	33.3	60.0	16.7
Farmers and Farm Managers	0.3	0.4	3.6	1.3	2.9	3.4	3.1	10.0	3.0	5.3	29.4	66.7	10.0	16.7
Managers, Officials and Proprietors	11.4	6.0	5.4	15.4	0.0	3.4	10.8	0.0	9.1	5.3	11.8	0.0	20.0	0.0
Clerical	0.3	0.4	0.0	0.7	0.0	0.0	0.0	3.3	6.1	0.0	5.9	0.0	0.0	0.0
Sales Workers	1.7	0.7	1.8	0.7	5.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Craftsmen	13.8	12.0	19.0	9.4	18.8	22.4	23.1	10.0	27.3	21.1	29.4	0.0	0.0	50.0
Operatives	0.7	2.5	1.2	2.0	5.8	1.7	0.0	0.0	3.0	0.0	5.9	0.0	0.0	0.0
Service Workers	2.7	2.9	7.7	2.0	1.4	5.2	0.0	3.3	6.1	10.5	0.0	0.0	0.0	16.7
Farm Laborers	0.0	0.0	0.0	0.0	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Laborers, except Farm and Mine	1.0	0.0	1.2	5.4	0.0	1.7	0.0	3.3	6.1	0.0	0.0	0.0	10.0	0.0
Number of Respondents	298	275	168	149	69	58	65	30	33	19	17	3	10	6
Number of Nonrespondents	146	151	82	83	43	41	25	26	20	18	12	8	6	3
Total Students Participating in School	901	830	494	465	213	191	156	118	94	79	61	27	26	19

^aBased on responses to question 43 of the Form B student questionnaire.

TABLE C-38 PERCENT OF GIRLS ASPIRING TO ENTER EACH OCCUPATION, BY SCHOOL^a

Occupational Aspirations of Girls	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Professional, Technical	60.8	61.3	47.1	43.7	36.4	42.5	51.9	53.8	67.9	46.4	38.1	80.0	0.0	57.1
Farmers and Farm Managers	0.3	0.0	0.5	0.0	0.0	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Managers, Officials and Proprietors	0.8	0.5	1.0	2.2	0.0	1.4	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clerical	20.0	25.1	26.0	32.8	32.5	30.0	26.9	35.9	25.0	35.7	38.1	0.0	100.0	28.6
Sales Workers	4.5	2.5	7.3	4.9	3.9	2.7	1.9	0.0	0.0	3.6	14.3	0.0	0.0	0.0
Craftsmen	0.0	0.6	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Operatives	0.6	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Service Workers	13.0	9.5	17.6	15.8	27.3	21.9	17.3	10.3	7.1	14.3	9.5	20.0	0.0	14.3
Farm Laborers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Laborers, except Farm and Mine	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Number of Respondents	355	323	204	183	77	73	52	39	23	28	21	10	4	7
Number of Nonrespondents	102	61	40	50	24	19	14	23	13	14	11	6	6	2
Total Students Participating in School	901	630	494	465	213	191	156	118	94	79	61	27	26	19

^aBased on question 46 of the Form B student questionnaire. Question 46 was answered only by girls who indicated in question 45 that they intend to work.

TABLE C-39

PERCENT OF GIRLS EXPECTING TO ENTER EACH OCCUPATION, BY SCHOOL^a

Occupational Expectations Of Girls	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Professional, Technical	54.2	56.0	42.5	42.1	26.9	40.3	44.9	40.0	62.1	35.5	31.8	62.5	0.0	57.1
Farmers and Farm Managers	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Managers, Officials and Proprietors	0.3	0.6	1.5	1.1	1.3	1.4	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clerical	22.9	31.0	25.5	29.8	37.2	38.9	32.7	35.6	20.7	45.2	54.5	12.5	62.5	28.6
Sales Workers	2.6	1.9	6.5	4.5	2.6	1.4	2.0	2.2	0.0	0.0	0.0	0.0	12.5	0.0
Craftsmen	0.0	0.9	0.5	1.1	0.0	0.0	2.0	2.2	0.0	3.2	0.0	0.0	0.0	0.0
Operatives	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Service Workers	19.5	9.5	22.5	21.3	30.8	18.1	16.3	20.0	17.2	16.1	13.6	25.0	25.0	14.3
Farm Laborers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Laborers, except Farm and Mine	0.0	0.0	0.5	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Number of Respondents	349	316	200	178	78	72	49	45	29	31	22	8	8	7
Number of Nonrespondents	108	33	44	55	23	20	17	17	12	11	10	8	2	2
Total Students Participating in School	901	330	494	463	213	191	156	118	94	79	61	27	26	19

^aBased on responses to question 48 of the Form B student questionnaire. Question 48 was answered only by girls who indicated in question 47 that they intended to work after completing their education.

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ABSTRACT					
Data relevant to the educational and occupational aspirations and expectations and the school-related attitudes and experiences of 3673 juniors and seniors who were enrolled in a sample of fourteen high schools in Washington State during the 1965-66 school year. Data indicates that educational aspirations are higher than expectations. Seventy-four per cent of the students expect to attend college and thirty-nine per cent expect to graduate. Twenty-nine per cent of the students expect to terminate their education with vocational training, some of it in the junior colleges. Occupational aspirations and expectations are high. More than sixty per cent of the boys desired and expected to enter professional or technical occupations. Many boys are uncertain of their occupational plans. About half of the girls who expect to work chose professional and technical occupations. The proportion of students desiring or expecting to enter professional or technical occupations is much higher than the proportion of employed persons in Washington State who are in these occupations. Schools differ in the proportion of students aspiring or expecting to acquire various types of education and to enter various types of occupations.					

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